RICE HUMANITIES
Center for Languages and Intercultural Communication

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JAPA 302 **Third Year Japanese II**

(3 Credits)

Instructor: Hiromi Takayama **Office Hours:** By appointment only

Office on Campus: 124 Rayzor Hall **E-mail:** Hiromi.Takayama@rice.edu

CRN	Class time	Classroom
26039	4:00pm – 5:15pm TTh	Rayzor 205

Required Books:

- Tobira: Gateway to Advanced Japanese; Learning through Content and Multimedia (上級へのとびら) Mayumi Oka et al. Kuroshio Publishers. 2009 ISBN 978-4-87424-447-0
- Tobira Grammar Power: Exercises for Mastery (上級へのとびら　これで身につく文法力) Michiko Tsutsumi et al. Kuroshio Publishers. 2012 ISBN 978-4-87424-570-5

Other Materials Used:

- Authentic, contextualized language data prepared by the instructor
- Language samples collected by the students
- Additional materials posted on Canvas course site [https://www.rice.edu/canvas/]
    - *Announcements, handouts, and other information will be posted on Canvas course site. Please check it on a daily basis. For any questions with Canvas, please contact the IT Help Desk (helpdesk@rice.edu, 713-348-HELP).*

Other Required Devices:

- A video-recording device that can record short conversations. Students will submit the data to the instructor.

Pre-requisites:

- JAPA 301 "Third Year Japanese I" is a 3-credit course for students who have completed JAPA 264 or equivalent via placement test.

Course Description and Objectives:

- Students will work on to polish and further develop all four skills in the Japanese language (listening, speaking, reading, and writing, including new Kanji) along with expanding knowledge of Japanese grammar structures. Students will also improve their interactive skills through expanding their knowledge of socio-linguistics and socio-cultural norms in Japan in reflection to those of their own, and deepen their understanding of cross-cultural similarities and differences in contextualized language use that are deemed necessary to enable smooth intercultural communication.

After this course, students will:

- Understand intercultural similarities and differences and contribute the knowledge to making the world and their lives better

Course Outcomes:

By the end of this course, students will:

- Understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. (listening)
- Understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. (reading)
- Handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence. (speaking)
- Write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics (writing)
- Communicate about unfamiliar topics using culturally appropriate Japanese in a given context. (integration/culture)
- Raise their awareness of anti-racism and systemic transformation exposing themselves to materials and self-reflect themselves through activities (integration/culture)
- Further develop and use critical and analytical thinking skills through reflecting their Japanese language study. (critical thinking)

Structure:

- Students are expected to engage in each class prepared to fully participate in activities and practice.
- The use of English is allowed only in a limited, purposeful manner. When studying the grammar patterns, the students and the instructor may use English. However, they use **only Japanese** during the practice time.
- This is in an **online course that is taught synchronously until the instructor notifies**. It will be announced before the structure is changed.
- Students are expected to be prepared for **a flipped classroom**. Grammar explanations will be presented in PowerPoint posted on Canvas. **Students need to watch the PowerPoint slides before class and preview them so that they can participate in practice in class**.

Grade Distribution:

Class attendance and performance	10%
Grammar Assignments	15%
Speaking Assignments	5%
Essay	5%
Project	10%
Quizzes	15%
Oral Exams	10%
Chapter Tests (10% each)	30%
Total	100%

- I (incomplete) is only given to students whose work is satisfactory until the end of the semester but who can't complete the course due to illness or personal issues verified by the academic advisor.
- Grades are posted on Canvas throughout the semester. Keep your returned graded materials for your records. They become proof of grades as well as study guide for the following sections and exams. Once the semester is over, there is no further assignment or meeting intended to boost or change the grade. Follow your grades and performance during the semester and verify your Canvas before the last week of class.
- The overall and final grade will be assessed using the following scale:

A+	99-100%	B+	88-89%	C+	78-79%	D+	68-69%
A	94-98%	B	84-87%	C	74-77%	D	64-67%
A-	90-93%	B-	80-83%	C-	70-73%	D-	60-63%

An average less than a 60 constitutes an F.

Class Attendance and Performance:

- Students are expected to be active, autonomous learners. This means that students need to come to class **prepared** and **participate** in class. Participation contributes to the learning, and it is required to earn full points for the day. Simply attending class will lead to a low performance grade.

4 points	Well-prepared, excellent performance
3 points	Passing performance
2 points	Evidence of being prepared but not at a satisfactory level
1 point	Present, but not prepared
0 point	Absent

- Before coming to class, perform a self-evaluation each time and if you feel even the slightest bit of sickness or Covid-19 symptoms, stay home and participate remotely. You should be in class only if you feel completely healthy. Moreover, at any time this semester if you feel unable or unwilling to be present for a face-to-face meeting, you can opt out of the meeting and participate remotely – no questions asked, no permission needed, no penalty incurred.
- Only medical absences, family emergency, and university-sponsored events such as athletes' scheduled games will be excused. It is each student's responsibility to inform the instructor prior to the scheduled event via e-mail. For emergency situations, students are expected to contact the instructor as soon as possible to inform about the situation.

- Being late, leaving early, or leaving during the class lowers the performance grade.
- Only three missed class sessions are excused (excused absence) without penalty.

Assignments:

- The assignment is due by the class begins or the specified date and time. Late submissions are only accepted before or at the beginning of the next class session and will be deducted 10% of the total points possible. Assignments submitted later than the following class session will receive feedback but not graded unless there are medical or school-related excuses for late submission. **However, given the pandemic and the possibility of students having personal and family issues related to COVID-19, students can consult with the instructor if they have any issues. In that case, the instructor will be flexible of students' difficulties during this time.**
- **Students submit assignments either in a hand-written form or typed in Canvas as specified in the course schedule.** If the assignments are in hand-written form, students are to do their own assignments on a piece of paper, in the workbook, or a photocopy – **in neat handwriting, double-spaced in pencil** – and upload it, or typed on Canvas as the instructor specifies.
- **All homework you submit must be your own.** Please refer to Rice Honor Code / the Honor System Handbook at http://honor.rice.edu/honor-system-handbook/ for details.
- Write neatly and use **only pencil** (and erase any errors with erasers) for your hand-written assignments, quizzes, and tests.
- Staple pages in the upper left corner when there is more than one page. Your instructor is not responsible for missing pages when they are not stapled together and do not have name.
- When receiving graded assignments, quizzes, or exams, students should keep them until the semester ends.

Exam and Quizzes:

- Each exam is comprehensive up to the point and includes all characters, grammar patterns, vocabulary from the previous chapters, and anything discussed in class. The exam takes approximately for 50 minutes and for 5 minutes to take photos and upload the files in Canvas. There is no final exam for this course.
- There will be **NO** make-up quizzes.
- Make-up exams are only given for medical emergencies. If you have an unforeseen emergency on the day of the exam, students must contact the instructor ASAP or BEFORE they miss the schedule time for the exam to make other arrangements. Exam make-ups will only be allowed if you contact the instructor (by email) ahead of time and provide documentation for the emergency.
- In case of school-related excused absences, it is the student's responsibility to talk with the instructor in advance to request an opportunity to take the exam prior to the scheduled date.

Language practice beyond the classroom:

- Language Table – Students are encouraged to attend "Language Table" to speak Japanese. The schedule will be given at the beginning of the semester.
- Language Consultant – Students should practice speaking with language consultants on a regular basis to improve Japanese speaking skills.

Class policies:

- No food or gum in class unless there is permission from the instructor in advance. This is a language class, and students are often expected to speak. Drinks are allowed.
- No cell phone use for tasks not associated with class
- Respect fellow classmates and the instructor.
- Be prepared for every class.
- Only use Japanese in class.
- Be an active listener.
- Check Canvas regularly.
- If there are topics that are controversial, and/or beyond your comfort zone, you are encouraged to engage with your peers and instructor respectfully, courteously, and with dignity. This will enrich your cultural learning experience.
- Communicate with the instructor via e-mail: It is an excellent opportunity to practice writing in Japanese, using appropriate registers.
- Asking questions and making meaningful errors are the process of learning language and are appreciated for your own and your classmates' learning!

If you are in face-to-face class,

- Wear a mask at all times.
- Observe proper physical distancing.
- Practice appropriate personal hygiene.

When you join class via zoom or we have remote class sessions,

- Set up your headsets, camera, and microphones and to ensure that they are working properly.
- Be sure that your background is appropriate while sharing videos, along with how their image is displayed to the rest of the class. Zoom has a 'change background' function and you can add the background you want.
- Wear proper clothes and sit up straight.
- Keep your video on so that everyone can see each other and make interactions as if we do in a physical classroom.
- Raise your hand if you want to speak.
- Mute your microphone unless you are speaking.
- Avoid side conversations/chats that will distract you from the ongoing conversation.

University Policies

Rice Honor Code:

In this course, all students will be held to the standards of the Rice Honor Code, a code that you pledged to honor when you matriculated at this institution. If you are unfamiliar with the details of this code and how it is administered, you should consult the Honor System Handbook at http://honor.rice.edu/honor-system-handbook/. This handbook outlines the University's expectations for the integrity of your academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process.

Disability Support Services:

If you have a documented disability that may affect academic performance, you should: 1) make sure this documentation is on file with Disability Resource Center (Allen Center, Room 111 / adarice@rice.edu / x5841) to determine the accommodations you need; and 2) meet with me to discuss your accommodation needs.

Title IX Responsible Employee Notification

Rice University cares about your wellbeing and safety. Rice encourages any student who has experienced an incident of harassment, pregnancy discrimination or gender discrimination or relationship, sexual, or other forms interpersonal violence to seek support from The SAFE Office.

At Rice University, unlawful discrimination in any form, including sexual misconduct, is prohibited under Rice Policy on Harassment and Sexual Harassment (Policy 830) and the Student Code of Conduct. As the instructor and a responsible employee, I am required by Title IX to disclose all incidents of non-consensual interpersonal behaviors to the Title IX Coordinator on campus. Although responsible employees are required to make this notification, it is the student's choice to pursue a formal complaint. The goal is to make sure that students are aware of the range of options available and have access to the resources when in need. For more information, please visit safe.rice.edu, titleix.rice.edu, or email titleixsupport@rice.edu.

Mental Health[1]:

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with academic performance. The source of symptoms might be related to your course work; if so, please speak with me. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance.

Rice University provides cost-free mental health services through the Wellbeing and Counseling Center (https://wellbeing.rice.edu/rice-counseling-center) to help you manage personal challenges that threaten your personal or academic well-being.

In the event I suspect you need additional support, expect that I will express to you my concerns. It is not my intent to know the details of what might be troubling you, but simply to let you know I am concerned and that help, if needed, is available.

Remember, getting help is a smart and courageous thing to do – for yourself and for your loved ones.

Research Protocol:

During the course, the instructor will explain to students that they will be conducting research on student learning in their section of the course. They will be told that the purpose of this research is to demonstrate the effectiveness of different pedagogical strategies. Students will be told that the activities are no different from activities they would otherwise experience during the course; the difference is that the instructor will be collecting effectiveness data and data from students on their perspectives relative to the innovations implemented by their instructors.

The questionnaires and activities that participants will complete or participate in should not cause any discomfort greater than that encountered in daily life. These studies involve asking questions about student study strategies, views on learning, and the efficacy of classroom pedagogy. Other activities for

[1] As recommended by the Wellbeing Committee of the Student Association at Rice University Policies.

which performance will be measured (e.g., exams) are no different from those that would be completed by students not participating in the study. Any pedagogical interventions used in the studies will be consistent with professional standards for responsible teaching practices.

No audio or video recording will occur in a standard pedagogy experiment.

Syllabus Change Policy:

This syllabus is only a guide for the course and is subject to change with advance notice.